

### English - Hunting Narrative/Recipes

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- discussing word meanings, linking new meanings to those already known
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

### Music - Exploring Sounds

- I understand that the pulse or beat of the music is like a heartbeat that doesn't stop.
- I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.

### Computing - Lego Builders/Maze Explorers

- Children know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective.
- Children can follow instructions in a computer program.
- Children know that correcting errors in an algorithm or program is called 'debugging'.
- Children know how to create a simple algorithm.
- Children know how to debug their algorithm.
- Children can use the additional direction keys to create a new algorithm.

### PE- Cognitive - Dynamic and Static Balance

- I can walk forwards with fluidity and minimum wobble.
- I can walk backwards with fluidity and minimum wobble.
- I can stand on a line with good stance for 10 seconds.

### Maths - Numbers 0-10

- The numbers six to nine are composed of 'five and a bit'. Ten is composed of five and five.
- Six, seven, eight and nine lie between five and ten on a number line.
- Number that's can be made out of groups of two are even numbers; numbers that can't be made out of groups of two are odd numbers. Even numbers can be partitioned into two odd parts or two even parts; odd numbers can be partitioned into one odd part and one even part.
- Each of the numbers six to ten can be partitioned in different ways. The numbers six to ten can be partitioned in a systematic way.
- Each of the numbers six to ten can be partitioned into two parts; if we know one part we can find the other part.

## Year 1

### Spring 1 Overview

#### RE - Jesus as a Friend

- I can talk about times when I have been a good friend.
- I can tell a story about Jesus and his friends and say how he showed friendship in that story.
- I can say how Christians show friendship and how God helps them do this.

#### PSHE - Dreams and Goals

- I can set simple goals
- I can set a goal and work out how to achieve it
- I understand how to work well with a partner
- I can tackle a new challenge and understand this might stretch my learning
- I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them
- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it

### Science - Materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Geography - Hot and Cold Places.

- Know where the Equator is on a world map and globe.
- Know where the North and South Poles are on a world map and globe.
- Know that some people live in areas of extreme heat or cold.
- Know that in some polar regions it can be light or dark all day.
- Know some key physical and human features of very hot or cold places.
- Know N, E, S and W on a compass.

### Art - Watercolour

- I can explore watercolour and understand the different effects I can achieve.
- I can work without an end goal in mind - letting the paint lead me.
- I have had the opportunity to see the work of other artists who use watercolour, and share my thoughts about their work.
- I can name and use primary colours, and begin to understand how colours mix to make secondary colours.
- I can understand that we all see different things in the artwork we make. We all have a different response.
- I can think about the marks I make, and develop them further.